ENGAGING ENGLISH LANGUAGE LEARNERS WITH NEW FORMS OF LITERACY

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Annotation: *This article describes a comprehensive, consolidated, multidimensional and scientifically based approach to literacy direction that draws from the research literature on English learners, dual language development, and second language pedagogy. The method integrates the four domains of language reading, writing, listening and speaking and connects literacy progress to language development overall and to content knowledge.*

Key words: *international activities, technology, research, conference, skills, ability, responsiveness, linguistic strengths, pedagogy, methods.*

Literacy has come to be seen as essential aspect in nation progress since being functionally literate is fundamental to all forms of both victories in school and in life. In worldwide market, being literate is highly demanded in order that people are able to take part in actively in larger society and in international activities such as international conference, research exchange, join research, and business and commerce. Being literate does not only subscribe to personal progress or personal learning, but being literate also leads to success in school and in life. Supporting children who are English Language Learners is a multifaceted challenge that calls for strategic pedagogy to ensure the best feasible success for emerging bilingual students. Recognizing that the individual cultural and linguistic strengths of such students provide a solid foundation for future learning, it is important to not only help our students learn to communicate well in English, but also to engage with the varied curriculum offered in schools. Individual efforts by teachers, students, and helpers may be combined to reinforce the children's individual attempts and form a community of learners. Curriculum content, instructional strategies, assessment, cultural responsiveness, and community resources need to be coordinated as analytic but different aspects of learning components for English Language Learners' ultimate success. Specific examples of learning strategies for teachers, students, parents, and community members will be identified in this paper Culturally responsive teaching builds upon this approach in that it requires that teachers critically examine pedagogy and curriculum. Teachers must "find

ways to use the language, culture and circumstance of students meaningfully in their education". Everything about the student becomes an access point to help the student learn. Student culture, family background, student regards and high expectations for all learners regardless of the kinds of differences and problems they bring to school, are critical components for success. Taking a culturally responsive approach that recognizes the value of a students' primary language helps the educator captivate the opportunity of teaching English language learners to the benefit of all involved.

There is exhaustive research on reading and writing skills, and there are different theoretical perspectives. Early literacy research was often characterized by a cognitive focus and a technology-deterministic perspective in which a leading purpose is that writing technology directly determines people's skills. In fact, it is socio-culturally anchored, emphasizing the social, racial, and historic situation of language. This strand of literacy investigation is fundamental to this study. In a socio-cultural perspective, learning happens in formal as well as informal contexts, and important aspects of learning include use of tools and development of artifacts. Learning to read and write is a fundamental skill that unfortunately not all children in the world learn sufficiently. In a time when societal swaps put increasing demands on individuals' competence in using written language it is significant that schools are able to teach such skills to all children. In many countries major issues include too little time spent in school and lack of teachers. But even in countries where children go to school many years and have teachers there are problems. The "information society" in practice means a huge rise in informational activities due to the internet and other information and communication technology related activities. More people in the world need enhanced literacy skills to be able to find, select, interpret, analyze, and produce information

In general summary, to develop a victorious learning environment for English Language Learners, a multi-faceted procedure is needed. Understanding the steps adolescents go through to attain conversation and academic language should be followed during instructional strategies. To help mechanisms for English Language Learners to hold on to them from falling behind their peers must be used along with adaptations in curriculum, assessment and instructional programmes. Parents must be aware of the instruction, content, calculation and their child's performance in order to support their child's success. A combined effort from all the people and resources associated with the young English Language Learner will be the most successful way to help your students succeed. We believe that the good results can to a part be explained by the technology used, to a part by the social

arrangements, but in particular by the two together. Clearly the technology has helped as motor skills do not make so much of a dissimilarity when using a keyboard as contrast to writing letters with a pencil. On a computer screen, everybody's letters are just as good looking and therefore more easily to be read by other students. Also the students who yet not were able to read could participate completely in all kind of communication between the classmates by using the speech technology to read the different texts and be able to write feedback to their classmates. We know that the fact that all the students, regardless of their various level of development concerning reading and writing, due to technology have published their texts, commented on each other's texts, and made improvements subsequently have made an important difference.

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